CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: 10/29-10/30

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  Benchmark Assessment Standards:  **SS8H3: Analyze the role of Georgia in the American Revolution.**   1. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.   **SS8H4: Describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.**  Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.  **Vocabulary H3:**   * American Revolution * French and Indian War (i.e., Seven Years War) * Proclamation of 1763 * Stamp Act * Intolerable Acts * Declaration of Independence * Loyalists * Patriots * Tories * Whigs * popular sovereignty * tariffs/duties * boycott * Elijah Clarke * Austin Dabney * Nancy Hart * Button Gwinnett * Lyman Hall * George Walton * Battle of Kettle Creek   siege of Savannah  H4 Vocabulary:   * confederation ratification * Bill of Rights * Georgia Constitution of 1777 * Articles of Confederation * Ratified * Unicameral legislature   **H4 Resources:**  **Change Performance Task- (Required)**  Textbook Correlation  p. 156- 157; 174-175  GCEE Georgia Economic History  “Restricting the Commercial Intercourse is Certainly Adverse to the Spirit of the Union” *The Economic Weaknesses of the Articles of Confederation*  We the People Textbooks for Middle School  Georgia Stories:   * Abraham Baldwin   <http://www.gpb.org/georgiastories/stories/abraham_baldwin>   * Georgia and the United States Constitution (3:44)   <http://www.gpb.org/georgiastories/stories/georgia_and_the_united_states_constitution>  New Georgia Encyclopedia   * [Georgia Constitution](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-588&hl=y) * [Abraham Baldwin](http://www.georgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/RevolutionaryEra/People-5&id=h-2710) * [William Few](http://www.georgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/RevolutionaryEra/People-5&id=h-1092) * [Constitutional Conventions](http://www.georgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/RevolutionaryEra/Events-4&id=h-3249)   *The Library of Congress:* “The Articles of Confederation” <http://www.loc.gov/rr/program/bib/ourdocs/articles.html> | *Thursday, Friday Schedule*  **Opening-Introduction Question**  **Lesson part 1- Benchmark Review**  **Closing-Ticket out Door**  **EU/EQ- CONFLICT AND CHANGE: When there is conflict between or within societies, change is the result.**   * What were the causes, both immediate and long term of the American Revolution against England? (H3a) * What role did Georgia play in the American Revolution? (H3b)   **EU/EQ- Individuals, Groups, Institutions: The student will understand that the actions of individuals groups, and/or institutions affect society through intended and unintended consequences.**   * What persons /groups/events were significant to the development of the new government of the U.S. of America and of Georgia and how? (H3b, H4b)   **EU/EQ-Governance: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.**  How did past experience of the patriots with England’s monarchy influence their decisions regarding a new form of government? (H3a, H4a,b)   * What were the strengths and weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise them?(H4a) * What were the strengths and weaknesses of the Georgia Constitution of 1777 and how were these weaknesses addressed? (H4a) * How did the new government assure citizens that it would not impose the oppression of the past monarchy? (H4a, CG1a)   What persons /groups/events were significant to the development of the new government of the U.S. of America and of Georgia and how? H3b, H4b   * What led to the evolution of Georgia’s government from a royal colony to a constitutional democracy? (H4a, b) * How did past experience of the patriots with England’s monarchy influence their decisions regarding a new form of government? ( H4a, b) |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.  EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs  EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.  EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 5 min | **Get started/Drill/Do Now:**  *Students will complete a quick timeline of the causes of the revolution, to the people of the revolution and how it led to the constitution and bill of rights.*  *Students will be introduced to sequence and how it relates to conflict and change (EU/EQ)* | **Summarize (quick write)** |
| 10 min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **Students will complete an mini interview lesson:**  **Students will role play the following:** Button Gwinnett, Lyman Hall, George Walton, Elijah Clarke and Austin Dabney. Students will create 3 interview questions based on the content learned and information gained. | **Review Questions** |
| 20 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  **Students will then take a look at the contents of the Articles of Confederation and Bill of Rights-they will become ‘historians’ and explain the pros and cons of what they feel are within the document.** | **Review Questions**  **Brainpop Assessment**  **Kahoot it Activity** |
| 15 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  **Students will demonstrate their knowledge of the** Georgia Constitution of 1777 and the Articles of Confederation. Students will read about each and complete a Venn Diagram about the documents. | **Review Questions**  **Oral Assessment** |
| 10 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will create journal pretending they are living throughout that time period. Students will choose between the two documents and explain how these were weak documents and led to the destruction of the colonies. | **Review Questions**  **Oral Assessment** |
| 5 min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Students will be given the following questions:   * What were the strengths and weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise them?(H4a) * What were the strengths and weaknesses of the Georgia Constitution of 1777 and how were these weaknesses addressed? (H4a) | **Summary** |
| 5 min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Students will write out the DLIQ for today’s lesson and share in a class discussion.**   * What were the strengths and weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise them?(H4a) * What were the strengths and weaknesses of the Georgia Constitution of 1777 and how were these weaknesses addressed? (H4a) | **Summary** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group and/or will be given alternative reading materials and alternative assessments. | **Students will complete choice activities and summarize** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* Review Questions, Coach book, Textbook |
| **Notes:**  Students will be grouped based on assessments (formative) and choice of activity |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |